

INSPECTION REPORT

BISHOPTON PRIMARY SCHOOL

Stratford-upon-Avon

LEA area: Warwickshire

Unique reference number: 125607

Headteacher: Mr. L. Hunt

Lead inspector: Mrs. D. Brigstock

Dates of inspection: 28-30 June 2004

Inspection number: 255524

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	125
School address:	Drayton Avenue Stratford-upon-Avon Warwickshire
Postcode:	CV37 9PB
Telephone number:	01789 205058
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. N. Penn

Date of previous July 2002
inspection:

CHARACTERISTICS OF THE SCHOOL

Bishopton Primary School is smaller than average, with 125 pupils on roll. The school has a speech and language unit on site which is attended by 10 pupils. The school received an achievement award in 2002. A very small number of pupils speak English as an additional language and almost all pupils are of white British heritage. There are 12 pupils who are designated as Travellers. The proportion of pupils with special educational needs is well above average, as is the number of pupils with a statement of special educational needs, although most of these pupils are from the unit and have difficulties with speech and communication. There is also a relatively large number with moderate learning difficulties. In addition, some pupils have additional support to manage emotional and behavioural problems and some have specific learning difficulties such as dyslexia. Currently, an average number of pupils are entitled to free school meals. The number of pupils leaving or joining the school at times other than usual is high. The socio-economic background of pupils is well below average, as is their level of attainment on entry.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23067	Mrs. D, Brigstock	Lead inspector	English, Science, Design and Technology, History, Geography
9981	Mr. S. Hussain	Lay inspector	
32954	Mrs. W. Hawkins	Team inspector	Foundation Stage, Art and Design, Music, Religious Education, Personal, Social and Health Education
15600	Mr. C. Richardson	Team inspector	Special Educational Needs, Speech and Language unit, Mathematics, Information and Communication Technology, Physical Education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory and it provides satisfactory value for money. Though teaching and achievement are good, the rapid improvements under the good leadership of the headteacher are not yet sufficiently consolidated for the school to be described as having good effectiveness. However, the school no longer has serious weaknesses and continues to improve.

The school's main strengths and weaknesses are:

- Pupils' achievement, from a low base on entry, is good overall; standards in English, mathematics and science improve considerably as pupils move through the school.
- The school's commitment to including pupils in all it has to offer is good, and pupils with special educational needs, both in the main school and in the unit, achieve well overall.
- Teaching assistants are very effective in helping pupils to learn.
- The curriculum, although broad, lacks balance, because too much time is spent on teaching English and some lessons are still too long.
- The results of assessments are not used accurately enough to set targets for groups of pupils in each year group.
- The school's involvement in the community is very good, contributing very well to pupils' learning.
- The governance of the school is unsatisfactory; governors are not working effectively as a corporate body.

The last inspection, in 2002, judged that the school had serious weaknesses. Since then, improvement has been good. The key issues of raising standards throughout the school, improving the quality of teaching in Years 1 and 2, and improving assessment procedures have been addressed successfully. Although the timetable has been adjusted, some lessons are still too long.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	E	D
mathematics	A	D	C	A
science	C	E	E*	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E lowest 5%*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good overall. Current standards have improved substantially since the 2003 results in the table above. In Year 6 they are now average in English, well above average in mathematics and below average in science, representing good achievement. Pupils achieve very well in a mixed-age class of Year 5/6 pupils, but the achievement of the lowest attaining

pupils in English in Year 4/5 is unsatisfactory. Achievement in ICT is good throughout the school. Standards in Year 2 are now average and pupils' achievement in Years 1 and 2 is good. Pupils' attainment on entry to school is well below average; a large percentage of children have very poor language skills. Children in the reception class achieve well, and most are on course to attain the national goals they are expected to reach by the end of the year, except in communication, language and literacy and in mathematical development, where standards are below average. Pupils with special educational needs achieve well throughout the school, because of the good support they are given. Traveller pupils' achievement is unsatisfactory compared with that of other pupils because of their low attendance.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes and behaviour are good overall. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. Teaching and learning are good. However, the curriculum is unbalanced because too much time is spent on English. Teachers use a good range of resources in lessons, which promote pupils' learning well. What pupils know and can do is assessed well but the results are not always used effectively to further pupils' progress, particularly in Years 4 and 5. The use of assessment to record children's learning is good in the Foundation Stage and its use to plan specific activities for groups of children is satisfactory. There are good opportunities for curriculum enrichment, which promote learning well. The school cares for its pupils well and induction procedures for the youngest children are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher and senior teacher is good. This leadership, encouraged by recent training programmes, has led to improved standards of teaching and learning throughout the school, most significantly in Years 2 and 6. Governors take an active interest in the school but do not fulfil all of their statutory duties or make decisions as a corporate body. Management is satisfactory. Subject co-ordinators have a good understanding of their roles and monitor work in their areas regularly, but are not yet using assessment data to set precise targets for improvements in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are satisfied with the school. A minority of parents were unhappy with the inconsistent use of a home/school diary, and with the information they received on how well their children are doing. The inspection team upholds these concerns. Most pupils are happy with what the school has to offer and know that there are adults to turn to if they are in trouble. Several parents and pupils were concerned about the behaviour of some pupils and how it was managed. The inspection team found that behaviour was good overall, but agree that there are inconsistencies in the ways in which all staff deal with behaviour management.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Provide more balance to the curriculum, enabling some literacy skills to be learned and practised in other subjects.
- Use assessment information to set clear targets for raising attainment for all pupils in each year group.
- Update the behaviour policy so that all governors, parents, staff and pupils know the school's expectations and procedures.
- Re-structure the governing body to make it more efficient and effective.

and ensure that the following documents are revised to meet statutory requirements:

- The governors' annual report to parents, the prospectus, and the sex education policy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall. Current standards are below average at the end of the reception class, improving to average overall by the end of Year 2. By the end of Year 6, standards in English are average. They are well above average in mathematics, but below average in science.

Main strengths and weaknesses

- Achievement is good in the Foundation Stage and good overall in Years 1 to 6 in English and science, although the achievement of lower attaining pupils in English is unsatisfactory in Years 4 and 5..
- Achievement is good in ICT throughout the school.
- By the end of Years 2 and 6, pupils' achievement is very good in mathematics.
- Pupils with special educational needs achieve well throughout the school.
- The achievement of Traveller pupils is unsatisfactory because their attendance is poor.

Commentary

1. In the Year 6 national tests in 2003, results in English were well below average, in the bottom 5 per cent of schools nationally in science, and average in mathematics. Compared with similar schools they were below average in English, well below average in science, and well above average in mathematics. The trend for improvement in recent years has been below the national trend. There has been a marked improvement this year and current standards are much higher. Year 6 pupils are now attaining average standards in English, well above average standards in mathematics and below average standards in science. The results of the 2004 national tests show that a high proportion of pupils attained above average standards in science. However, from direct observation and talking to pupils, they lack some of the practical and investigative skills expected for their age.

The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.5 (25)	26.8 (27)
mathematics	26.6 (25.9)	26.8 (26.7)

science	25.2 (26.1)	28.6 (28.3)
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There were 17 pupils in the year group. Figures in brackets are for the previous year

2. A successful combination of training by local education authority (LEA) consultants, a programme of leadership skills for senior staff, improved assessment procedures and very good teaching in Year 6 have brought about the improvement in standards and pupils' achievement is now good overall in all three of these subjects. However, in Years 4 and 5, assessment information is not used well enough for lower attaining pupils in English and a scrutiny of work reveals unsatisfactory progress in these years as expectations and the levels of work provided are not high enough.
3. In Year 2, in the national tests of 2003, results were well below average for reading and writing and very low, that is, in the bottom 5 per cent of schools nationally, in mathematics. These judgements are the same when compared with schools nationally or with similar schools. Teachers' assessments in science were also low, with no pupils being assessed at above average levels. Over the last few years the trend for improvement has been below the national trend. Current pupils in Year 2 have made significant gains in their learning, particularly in mathematics, and standards are now average in reading, writing and mathematics and below average in science. This improvement in science is partly due to additional staff training, which has resulted in higher teacher expectations and better planning. Pupils' achievement is good overall, beginning from a low base. It is very good in mathematics. Raising standards by Year 2 in reading, writing, mathematics and science was a key issue at the last inspection, and has been successfully addressed.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	12.8 (8.5)	15.7 (15.8)
writing	11.6 (6.8)	14.6 (14.4)
mathematics	12.8 (12.7)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

4. Achievement in the Foundation Stage is good. Although the children's attainment on entry is well below average, particularly in their acquisition of language, they catch up with children nationally at a good rate, because the quality of teaching is good. Teachers' assessments and findings from the inspection indicate that the attainment of most children is currently below, rather than well below average, in communication, language and literacy and in their mathematical development, but most children are likely to gain the goals they are expected to meet in other areas of their curriculum by the end of the reception year.
5. In ICT, pupils' competence is above average in Years 2 and 6 and their achievement is good. This represents very good improvement since the last inspection, when insufficient curriculum time was given to this subject and standards were below average.
6. Pupils identified as having special educational needs benefit from the specific help they receive, particularly in English and in mathematics. Overall, these pupils achieve well and make good progress relative to their abilities, because the school is committed to including them in lessons and well-trained teaching assistants help them to learn well. This is an improvement since the last inspection. Pupils designated as Travellers make

unsatisfactory achievement over time because their absence rates are high. When in school, after a short period of re-adjustment, their achievement is good.

7. Pupils from the speech and language unit achieve very well. Most pupils enter the school in the reception year having been assessed as having speech and language difficulties and recommended for placement in the unit. Many of the pupils have additional difficulties such as fine or gross motor control, hearing impairment or a tendency to have 'petit mal' absences. It is the ability to meet these additional needs that makes the unit provision so good. In addition to learning difficulties, some pupils also suffer from having poor confidence and self-esteem when speaking, particularly in a group situation. That the provision is effective in improving this was observed in the way older pupils volunteer to answer questions and take part in discussions in lessons. Some pupils show an improvement at an earlier age. For example, a pupil in Year 2 who entered school in reception with no speaking skills was observed to have good oral communication skills, which were well used in answering or asking questions.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to school and education are good. They enjoy coming to school and all pupils are included in the school's provision. Social and cultural development is good and spiritual and moral development is satisfactory. Attendance is satisfactory. Pupils' personal development is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes are good overall. They enjoy coming to school, have good relationships with each other and with staff and benefit from a good range of extra-curricular activities.
- Most pupils' behaviour is good. The school's promotion of relationships including racial harmony is good, values are promoted well and all pupils are included in all the school has to offer.
- Parents have not been consistently informed of procedures and outcomes regarding incidents of harassment.

Commentary

8. Pupils like to be in school, not only because they are taught well, but also because they enjoy meeting friends. Relationships with teaching staff are generally good, particularly in reception, Year 2 and Year 6. Pupils are very keen to learn and there is good, healthy competition to answer teachers' questions. Pupils work well, both collaboratively and independently, and most enjoy the challenge of the set tasks. An example of this is their good attendance and efforts at booster classes, which take place after the school day has ended.
9. There were many observed instances during breaks and lunchtimes of older pupils giving good pastoral care to the younger pupils. In lessons, pupils share resources and work well in groups. The school is committed to the idea of inclusion. Pupils from the speech and language resource base are included in almost all lessons, and Traveller pupils, who can be absent from school for long periods, are provided for well. Staff and lunchtime supervisors generally deal effectively with the very few minor occurrences of bad behaviour that occur.
10. The school has no working policy for the management of behaviour or harassment. Consequently, although there are some classroom rules, these are inconsistent between classes and there is no whole school approach to the setting of behavioural expectations for pupils. Where behaviour is managed least effectively, pupils' achievement suffers, as they have to wait until issues have been resolved before continuing with their learning. Additionally, the process of reporting and dealing with incidences of harassment needs to be more formal, and

parents better informed of the school's policies and procedures. The school is aware of the unsatisfactory provision and proposes to produce a harassment and behaviour policy and inform parents of its procedures.

11. Children in reception are on course to meet the goals expected for them in their personal and social development, partly because of the good role models that adults in the room provide. Pupils' social and cultural development is good. In a visit to a local fire station, reception and Year 1 pupils met firemen as part of the theme, 'People Who Help Us'. They have also walked around the school area looking at buildings and road signs to gain knowledge of their local environment. A group of Year 5 pupils is taking part in a project during the summer holidays to produce a wall mural for the school in an appreciation of their own and others' cultural traditions, and this is a good example of the school's commitment to pupils' learning about other faiths and ethnic communities. Pupils have studied the life of Winston Churchill, and pupils in Years 5 and 6 had a Victorian day at a local museum, dressing up in period costume and learning how food was prepared. In a recent successful school production, pupils presented a 'Festival of Light', using stories and cultures from around the world.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.9	School data	0.2
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. The level of pupils' attendance is below average and punctuality is satisfactory. Although attendance is below the national average, this is due to the poor attendance of some of the Traveller pupils. The school has tried hard to improve this situation, working with the Education Welfare and Traveller Services. When the attendance of Traveller pupils is excluded from the figures, attendance is broadly in line with the national average. There are no authorised absences in the current school year and the number of exclusions is low.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	93	1	0
White – any other White background	28	0	0
Asian or Asian British – Indian	1	0	0
No ethnic group recorded	3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory overall. Though much provision is good, including teaching and learning and the way assessments are carried out, the curriculum and the use of assessment need to be improved.

Teaching and learning

Teaching and learning are good overall. Assessment is good.

Main strengths and weaknesses

- The quality of teachers' planning is good, as is their use of resources, and these factors make a good contribution to pupils' learning.
- The management of pupils is variable throughout the school, and this has a negative effect on some pupils' attitudes towards learning and on their achievement.
- Assessment procedures are good, although their use is not consistent throughout the school.
- Teaching assistants are used very well to support groups of pupils, including those with special educational needs.
- Staff from the speech and communication unit are very experienced and dedicated; they work very well as a team.
- Teachers give clear explanations of what pupils are going to learn and these provide a sharp focus for lessons.
- Some lessons or parts of lessons are too long and, consequently, the pace of learning slows.

Commentary

13. In the Foundation Stage, teaching, learning and assessment are consistently good. The teacher plans a wide range of stimulating activities, which involve children in their learning well. These, together with accurate assessments, which are used in planning the next steps in learning, ensure children's good progress. The teacher and other adults manage children well and make all children and their parents feel welcome and valued. This promotes a good working relationship and parents feel part of their children's learning.
14. In Years 1 and 2, the quality of teaching is good. Teachers ensure that Year 1 pupils in both classes receive their entitlement to the same curriculum through their planning documents, which are good in both classes. Teachers, through additional training, have improved their knowledge and understanding of the national strategies for literacy and numeracy, and have implemented them more effectively. Teachers' use of assessment is good and aids their planning for the needs of each group in the classes well. As a result, the quality of teaching and learning and standards has risen in reading, writing and mathematics. This is a significant improvement from the last inspection.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	3 (10%)	18 (58%)	9 (29%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The percentage of good teaching shown in the table above is an improvement since the last inspection.

15. In Years 3 to 6, there are some examples of very good teaching, particularly in Year 6. In the class containing Year 4 and 5 pupils, a scrutiny of work revealed that the content of pupils' planned work is not always challenging enough for the lowest attaining pupils, particularly in English, and this results in unsatisfactory achievement for this group of pupils. During the inspection, teaching and learning in these year groups were satisfactory. Assessment procedures are good overall, but they need to be used better in Years 4 and 5 to set more challenging targets for pupils. Teachers throughout the school have improved their marking in English, mathematics and science since the last inspection. Marking is generally thorough and refers specifically to the objectives of the lesson and there is a good balance of praise and pointers for improvement included in teachers' comments. With the teacher's encouragement, the oldest pupils are beginning to evaluate their own work clearly and to set measurable targets for their own improvement. However, in the non-core subjects, such as history, in Years 4 and 5, there is an overuse of photocopiable worksheets, and here some of the marking consists mainly of brief ticks, with few comments, and this is unsatisfactory.
16. Pupils from the speech and language unit are mainly supported in classes but also benefit, particularly the younger pupils, from withdrawal sessions. The support in class is generally provided by the Resource teacher and special support assistant, and in the withdrawal sessions by speech and language therapists (SaLTs) who visit school each morning. In all areas of the provision the ethos is of a very caring environment that both encourages and enables pupils' learning and in which staff show their experience and

dedication in the support they provide for the pupils. An example of the Resource teacher's very good teaching was observed in a Year 6 English lesson. Help was given in such a manner that it allowed the pupil some independent learning, but also the pupil was aware that help was available if required. This patently gave the pupil encouragement to take part in discussions. All staff in the resource unit work very effectively together, each adding their expertise and experience to the provision. Pupils' progress is monitored closely and the information used very well to plan future lessons.

17. Teachers throughout the school use differing classroom management strategies. In some classes, for example in the mixed Year 1 and 2 class, the teacher displays a behaviour target which all pupils must follow. During the week of the inspection, this was to sit properly on the carpet and put up a hand to ask a question. Over the three days, pupils became better at following this rule. In some classes, particularly in Year 3 and the mixed class of Year 4 and 5 pupils, there were no written reminders of class rules. These two classes contain a small minority of pupils with behavioural difficulties. Although classroom assistants manage them well, these pupils are responsible for some low level disruption during lessons, such as calling out and refusing to follow the teachers' instructions immediately. This disrupts the learning of other pupils and there are no whole school agreed procedures for teachers to follow. This behaviour slows the pace of some lessons and other pupils become restless on occasion as a 'problem' is being resolved.
18. Teachers' planning is good. Teachers and pupils have benefited from additional training in planning for mixed-age classes. In all lessons seen, teachers' planning documents were good, providing for different activities for each group of pupils, based on the use of assessment information. The purpose of each lesson is clear in the plans and pupils know from the beginning of each lesson what they are to learn and how they are to achieve the objectives set for them. This information focuses the lessons well. This, and the sustained very good teaching that pupils receive in the mixed-age Year 5 and 6 class, combined with excellent classroom management strategies in this class, successfully creates a very positive learning environment and mutual respect between adults and pupils, and leads, in turn, to pupils' very good achievement. The higher attaining Year 5 pupils in this class have made very good progress because of the sustained level of interest and challenge and, as a result, are already reaching standards normally expected of Year 6 pupils.
19. Teaching assistants are used very well throughout the school and make a significant contribution towards pupils' learning. They are well trained and aid particular pupils with special educational needs with quiet confidence. They are well prepared for lessons and, because their role in lessons is planned well in advance, the teachers do not have to explain group tasks to them; this saves time. In other lessons, teaching assistants work well with larger groups of pupils, such as when pupils in Year 3 needed help to boil eggs and cut vegetables to make their sandwiches. On some occasions, the coordinator for special education needs withdraws pupils for some specific one-to-one teaching. She knows pupils' individual learning needs and provides a good programme of support, while accurately assessing and recording individual pupils' achievement. These sessions are valuable in planning for the next steps in pupils' learning and informing class teachers well. As a result, achievement for this group of pupils is good.
20. On occasion, the pace of lessons and learning slows because some lessons or parts of lessons are too long. For example, in one mathematics lesson in Year 2, pupils sat on the carpet for 40 minutes listening to their teacher and the attention of some pupils wandered. The length of lessons was a criticism at the last inspection. Since then the school has re-organised and improved its timetable, but lessons, particularly in English and

mathematics, are still 5 to 10 minutes too long. This is also true of lessons in the afternoon, which focus more on the non-core subjects.

The curriculum

There is a satisfactory curriculum in the school but it is not well balanced. It is good in the reception year. There are good opportunities for enrichment, for example through extra-curricular activities in sport and music. The accommodation of the school is good and resources meet the needs of the curriculum satisfactorily.

Main strengths and weaknesses

- The curriculum is broad but not well balanced in Years 1 to 6. Its organisation has led to some repetition in subjects.
- The provision for pupils with special educational needs is good and the arrangements for the inclusion of children from Traveller families are effective.
- The school works well in partnership with community groups to enrich the curriculum very well.
- The accommodation has improved substantially with the addition of a new block of classrooms for Years 3 to 6.

Commentary

21. At the time of the last inspection the curriculum was judged to be unsatisfactory, as requirements for religious education and ICT were not met. The school has addressed these requirements successfully through the introduction of new schemes of work. However, inspectors have concerns that, although the curriculum is now broad and meets statutory requirements, it is not well balanced. The two-year rolling programme does not always ensure that units of work are progressive and some repetition of topics occurs. Coverage for the humanities varies from class to class and is patchy overall. For example, the amount of time spent on religious education varies from class to class. In addition, English takes up a large proportion of the timetable, and the amount of time left for other subjects such as geography or art and design is minimal. The school increased its English time to raise standards in English, as they were too low. However, with higher standards now being attained, there is scope to reduce this time and practise the skills learned in literacy by planning them into other subjects. There are no arrangements for the discrete teaching of personal, health and social education (PHSE), including sex education. There are plans to rectify this in the future by adopting an established scheme of work for PHSE to ensure full coverage, and this is recorded in the school improvement plan. The timetable has been amended since the last inspection, but some lessons are still too long, and this results in diminishing concentration from pupils towards the ends of lessons. Improvements to the curriculum for the reception year have been effective. Lessons are well planned, and imaginatively cover the six areas of learning.
22. Provision for pupils with special educational needs is good. The coordinator is efficient in maintaining and reviewing pupils' individual education plans to ensure that their needs are met in lessons and when they are withdrawn for specialist tuition by the school's well-trained team of classroom assistants. The school works in effective partnership with West Midlands Consortium to support the inclusion of children from Traveller families.
23. Curriculum provision is enriched by working alongside experts from within the local community. For instance, the school works in an educational partnership with the Royal Shakespeare Company and with the Land Rover group to enhance provision in English, the arts and in technology. These initiatives have a direct impact on raising standards in English and science, as pupils' involvement with them is high. The school has sports teams for boys and girls that compete against other schools, and has a regular coaching arrangement with Coventry City Football Club.
24. Old temporary teaching blocks have been replaced recently with a new purpose-built suite of classrooms. These are light and airy and have significantly improved the learning environment. The school grounds are extensive and a new hard play surface has been

laid with sports markings. However, there is little shade in the grounds. The ICT suite of computers is well used, but pupils in Years 3 to 6 have no computers in their classrooms. The number of support staff are high, which is a well-planned use of funds. This is effective because support staff make a significant contribution to pupils' achievement, not just in reception, or for pupils with special educational needs, but throughout the school.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with satisfactory support and guidance, and they are involved satisfactorily in aspects of the school's development.

Main strengths and weaknesses

- Children are introduced to school life very well.
- Pupils feel cared for because of the good arrangements to ensure health and safety but incidents of bullying are not well monitored.
- Pupils generally form good, trusting relationships with adults because of the school's family ethos.

Commentary

25. New children to the school are given very good chances to experience the learning routines at pre-school integration sessions. Several staff and a community education agency attend the new parents' induction event and this is very helpful. Traveller support agencies are also involved when required, providing a good example of the school's inclusive approach to education.
26. Arrangements for child protection are good. The designated officer is well trained and staff are given good guidance about the school's policy and procedures. General health and safety risk assessments are undertaken as required. The school works closely with other agencies to promote health and safety. For instance, the community police officer is a frequent visitor and gives talks to pupils on 'stranger danger' and personal safety. Pupils in Years 4 and 5 can take part in basic safe cycling training and Years 5 and 6 can take part in the 'crucial crew' initiative, where they receive basic training about dealing with emergencies. These factors represent a few positive improvements since the last inspection.
27. There are good procedures to assess pupils' academic development and satisfactory procedures overall regarding personal development. Pupils are given appropriate advice and guidance about how they can improve in their work. A discipline book is kept and it includes many loose-leaf records. This makes it difficult to monitor behaviour and develop improvement strategies. Incidents of bullying are not as well monitored as at the time of the last inspection.
28. The great majority of pupils say that they enjoy good and trusting relationships with staff. They feel that they are valued, teachers are fair and that they can turn to an adult in school if they have any concerns.

29. The school seeks pupils' ideas and suggestions on particular topics from time to time. For instance, the school recently asked pupils about its library provision and bought many additional books following requests. A school council is to be formed in September 2004 to channel pupils' ideas better and encourage their personal development.

Partnership with parents, other schools and the community

The school has satisfactory links with parents, good links with other schools and very good links with the community.

Main strengths and weaknesses

- Although the school provides some good information for parents, the quality of information is unsatisfactory overall.
- Very good links with the community help to enrich the curriculum and aid learning very well.
- Good links with other schools ensure a smooth transition to the next stage of education.

Commentary

30. It is pleasing to see that the school is working positively in developing its partnership with parents. The school regularly organises workshops and courses such as 'family literacy' and these help parents to become more involved in their children's learning.
31. A significant number of parents feel that the school does not seek their views or take account of their suggestions. The inspection team judges that the school does this satisfactorily. Parents are able to give their views informally. For instance, the headteacher makes a point of making himself available at the start and end of the school day. However, the school is now developing more formal opportunities for parents, including the regular use of broad-ranging questionnaires.
32. Parents receive some good items of information. For instance, the school has good booklets about starting school and helping with reading at home. However, the school prospectus fails to give appropriate information about special educational needs, sex education and complaints' policies. Also, the last governors' annual report does not give details about provision for the disabled. A few parents are disappointed with the information they receive about their children's standards and progress. The inspection team found that end-of-year reports are inconsistent in quality. Many either fail to set learning targets or simply describe the work done rather than discuss how well children have made progress. The quality of information to parents has reduced from good to unsatisfactory since the last inspection.
33. The school has made good improvements in terms of links with the community and other schools since the last inspection. Visitors include well-known theatre companies and musicians who give performances in school. Sports clubs provide pupils with very good opportunities for coaching in football and tennis. Year 3 pupils recently received a presentation from an engineering company to support their 'light and shadows' science topic. Also, the Life Skills Education Centre attends the school regularly and promotes drugs education very well. School trips include the church, the fire station, farms and garden centres and, again, enrich learning very well. The school puts much back into the

community. For instance, it often fundraises for charities and good causes. The community also uses the school premises for sports and leisure activities.

34. The school has good induction arrangements with several local secondary schools. For instance, transition units of study give pupils confidence about the next stage of their education. A teacher from one secondary school takes French lessons at Bishopton and this is a very good cultural opportunity for pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership, including that of the headteacher, is good, and management is satisfactory. The governance of the school is unsatisfactory. Statutory requirements in relation to the governors' annual report to parents, the prospectus, and the sex education policy are not fully met.

Main strengths and weaknesses

- The headteacher and senior teacher have a clear vision and sense of purpose that have resulted in a rise in standards in English, mathematics, science and ICT.
- There is an effective partnership between the LEA and the senior management team to improve the quality of teaching and learning.
- The school's commitment to inclusion is good.
- The line of management in the speech and language support unit slows the process of decision-making.
- Performance data such as examination results are not yet routinely being analysed to find out what they show about progress and how it could be improved.
- Communication between members of the governing body requires improvement to ensure efficient administration of their business.

Commentary

35. The governors took a significant part in helping the school to address its serious weaknesses after the last inspection, through full governing body meetings. The Chair meets regularly with the senior management team and LEA review group charged with improvement. This cooperation has been successful in raising standards at the school in core subjects and addressing statutory curriculum requirements. Improvements to the curriculum have been effected in religious education and ICT.
36. The governing body is neglecting to use the expertise of some members and the full complement is not wholly involved in the decision-making process, leading to a lack of corporate agreement. This was an anxiety expressed by some of the governors and confirmed by the inspection team. One result of this is that important policies have not been updated or monitored consistently, such as the behaviour policy, including how to deal with incidents of bullying. This was a strongly expressed concern by both parents and pupils, which the inspection team endorses. In addition, the governing body is failing to meet some of its statutory responsibilities, including some of the requirements for the prospectus and annual report to parents.
37. The headteacher and the senior teacher give clear leadership and a sense of purpose to the staff. They have worked hard on establishing a supportive atmosphere for staff in the

school, and a positive climate for learning. The headteacher has ensured that the strengths of the last inspection are maintained, but accepted the need to change the culture in order to raise standards. The headteacher has concentrated on standards in English, mathematics, science and ICT, but at the same time has been mindful of the whole curriculum and has encouraged coordinators well to take a lead in the direction of their areas. The coordinators are enthusiastic and have responded well to this. New schemes of work and assessments have been introduced on a two-year rolling programme. However, in most subjects, with the exception of mathematics, ICT and science, curriculum management does not benefit fully from coordinators' monitoring of teaching or of progress. The headteacher and the LEA's monitoring of teaching, largely in English and mathematics, has nevertheless had a significant effect on raising standards, as well as helping the headteacher to evaluate the quality of provision in the school. The school's self-evaluation, completed before the inspection, closely matches the judgements in most areas of the inspection. The challenge to the leadership now is to move beyond the close focus on English and mathematics results to develop the curriculum as a whole.

38. Leadership and management of the speech and communication unit are very good. Pupils' individual education plans (IEPs) are set at termly meetings which resource staff, speech therapists, class teachers and parents attend. Contact with parents is further strengthened through home-school books, particularly for the younger pupils, and home visits. A parents' support group, which meets monthly at a coffee afternoon, is also attended by parents of pupils who have left the school and is an excellent opportunity for parents to exchange information and experiences. INSET is provided to staff on the use of the 'Makaton' signing that some of the younger pupils use to give them confidence in communication. As the Speech and Language Resource is an LEA provision for pupils in the south of the county, the school, although it has a very good commitment to inclusion, has no responsibilities for the line management of the Resource teacher. This has led, in the past, to frustrating delays in obtaining a decision on the approval for resources and other requirements.
39. The management of special educational needs is good, showing that the considerable investment in keeping a co-ordinator without direct classroom responsibilities has been effective. The coordinator is well organised and up-to-date in her professional development, and has established effective procedures for the early identification of pupils who need support, liaising well with the specialist speech and language staff based at the school. Support staff are effectively deployed, and their performance is a strength of the school.
40. The monitoring of teaching, with its effective outcomes, is one of the strongest aspects of management in the school. Formal performance management is in place and is appropriately linked to professional development and school improvement planning. Cycles to review performance management for the teaching staff have lapsed and too little use is made of assessment data, both in performance management and in improvement planning, to set measurable outcomes for specific year groups within the school, in order to improve pupils' progress further between Years 3 and 6. The lack of established analyses of pupils' performance linked to planned improvements restricts the school's ability to apply best value principles. Financial control is satisfactory.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	353844
Total expenditure	357477
Expenditure per pupil	2859

Balances (£)	
Balance from previous year	7926
Balance carried forward to the next	4293

41. The unit cost per pupil is high but this reflects the high percentage of children at the school who have increased expenditure for special educational needs.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision is good for children in the foundation stage. This is a strength of the school. Children are admitted full-time at the beginning of the school year in which they become five. Attainment on entry is well below average. Children make good progress through the foundation stage and achieve well, but few reach the Early Learning Goals for literacy and mathematical development. Since the previous inspection, the quality of planning and assessment has improved.
43. The provision is managed well and, as a result, achievement is at least good in all areas of learning, with a particular strength in personal, social and emotional development. Teaching during the last inspection was judged to be effective. Teaching and learning are still consistently good in most areas of learning, using a wide range of practical activities to stimulate the children and help them to learn well. Tracking of the work of the current reception class indicates that children are achieving well in their reading, writing and mathematics this year. Main strengths of the teaching seen during the inspection include detailed planning for all adults who are teaching, or supervising, children's activities. Progress is also monitored well. All adults manage the children effectively and the good ratio of adults to children ensures that the needs of all are well met. Children with special educational needs achieve well and children from travelling families feel welcome, and as a result, they make sound progress. The last inspection identified a need for more resources and a secure outside play area. These have been addressed but there is further scope to improve the outdoor environment to include large fixed apparatus for climbing and some shaded areas. There are very good induction arrangements in place and clear staggered arrangements to ensure children settle into classes quickly.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The children achieve well because the good quality teaching ensures that they are encouraged to take responsibility for their own actions at an early age.
- Children behave well and most reach the early learning goals at the end of their reception year.

Commentary

44. Teachers and all adults are highly effective when role modelling good behaviour. They have a calm and respectful manner when addressing children and each other. Teachers value children's contributions to lessons. In a PE lesson in the hall, the children helped each other to get out the equipment and the teacher praised their cooperation and social skills. As a consequence, the children's self-esteem rose. Children have roles as helpers in class and are keen to live up to the title; they give out fruit at break time, and the other children are encouraged to accept it with "please" and "thank you". Adults are quick to

acknowledge good behaviour and children are praised appropriately for listening with attention and sitting with good posture.

45. All adults foster social skills in a variety of ways. For example, children accept the situation readily when activities are overcrowded; they return when there are spaces available. Children with special educational needs are well integrated and receive good support. They, and others, are helped to maintain their concentration by the stimulating nature of the activities offered. As a result children are able to maintain attention for sustained periods and they are confident to try out new things. There is a calm and purposeful atmosphere.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and support staff provide good opportunities to develop the children's language skills and teaching is good overall.
- Early reading and writing skills are taught systematically and well.

Commentary

46. Many children have under-developed speaking and listening skills. All adults speak slowly and clearly, ensuring clear explanations of the tasks expected of children. They are effective role models, often inviting discussion with the children in order to clarify and extend children's use of language. Expectations of attentive learning are met well by the children and signals for children to stop and listen are already well established and effective. Overall, teaching is consistently good and as a result most children make good progress towards the expectations of the Early Learning Goals.
47. Children in the reception class are taught language and literacy skills systematically, using phonics and established reading schemes. There is an effective home school support diary to record progress and involve parents in their children's learning. As a result children achieve well. Children are encouraged to write and some can form letters correctly; a few can write simple lists and sentences.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Good teaching effectively develops children's mathematical skills and use of vocabulary.
- Teaching assistants help children achieve well.

Commentary

48. On entry to the reception class children's mathematical language is not well developed. The teacher fosters children's interest through imaginative, direct teaching. Children

bought items from a shop using real money. They could pay in units of a penny to make totals up to five with a degree of confidence, but were less sure when asked to make totals using a range of coins. The teacher plans effectively to reinforce the learning through a wide variety of practical activities; songs and computer games. Children achieve well in the reception class but the majority will not reach the early learning goals, as their earlier attainment is low. They are, however, catching up rapidly.

49. Teaching assistants are skilled. They motivate children to want to learn by entering into the spirit of play and structuring it to focus on mathematical development. In one lesson, children achieved success with making totals when the teacher pretended not to understand and the children then articulated their learning by being compelled to explain that coins have different values.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

50. It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the work seen was good. The children learnt that bees make honey and that they need nectar from flowers to do so. They were fascinated by the real hive and honeycomb that their teacher used to stimulate their interest. This was effective teaching.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Resources for physical and outdoor play result in children making good progress.
- Development of fine control activities are varied and well planned, ensuring that children have the opportunities to practise skills they need to achieve the Early Learning Goals.

Commentary

51. The outdoor garden has been enhanced in the reception area but requires further development to include facilities for physical challenge, such as climbing apparatus. Teaching is good. In an apparatus session in the hall, the teacher had very good awareness of the individual needs of children and offered them appropriate levels of challenge and support as they worked to improve their control when jumping from a short height platform. Most children are expected to reach the Early Learning Goals for physical development by the end of the reception year.
52. Teachers plan many activities for children to manipulate textures and small equipment, and to cut, stick and draw. Such activities are well laid out and pupils are confident enough to have a go. Teaching ensures that children are expected to do things for themselves after demonstration and instruction. Many children have poor skills with fine motor control when they start in the reception class. However, they make very good progress and achieve well.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The teacher's planning is skilful in integrating all the areas of creativity into themed activities that children enjoy.
- Girls are keen to participate and they achieve well, but boys need encouragement.

Commentary

53. Teaching is good. The children paint pictures of themselves, make collages and models. Their work is careful and displays consideration of the effects they are trying to create. They had completed reflective patterns on a mathematical theme. Girls were keen to participate but boys need encouragement. Displays are vibrant and demonstrate the

value teachers place on creative development. More scope could be given to children to encourage them to make choices by mixing colours when they paint to create a desired effect. Children are taught music well by a specialist teacher. Almost all children meet the early learning goals by the end of the reception year in this area of learning.

54. Careful thought is put into providing role-play areas. The Travel Agent's shop is a good example, with an imaginative range of resources to provide exciting play. There are a range of brochures and a price list of affordable holidays from which children can make exciting choices. This stimulates discussion, in which teaching assistants make sensitive interventions.

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Almost all pupils of all abilities achieve well, except for lower attaining pupils in Year 4/5; their achievement is unsatisfactory.
- Overall, teaching is good, with very good teaching and learning observed in Years 5 and 6.
- Too much time is spent teaching literacy and, on occasion, lessons are still too long.
- Leadership and management are unsatisfactory.

Commentary

55. The 2003 national tests results for Year 6 pupils were well below the national average and below average when compared with those of similar schools. The test results for Year 2 were well below average in reading and writing compared with national figures and with similar schools.
56. However, pupils have made significant gains in their learning this year and standards are now broadly average by the end of Year 6, with reading being better than writing. Pupils' achievement is good overall. There is a similar picture by the end of Year 2, where standards have risen to average, which is a very good improvement on previous years' results. Overall, starting from a low level on entry, the pupils achieve well. All pupils are well aided in their learning, including those who experience learning difficulties and those who are more able, through carefully adapted programmes of work to meet their individual needs.
57. Standards in speaking and listening are below average in the current Year 2 and average in Year 6. Listening skills are insufficiently well developed for the younger pupils as yet. The school has good links with the Royal Shakespeare Company. Pupils work with the company to improve their speaking and listening skills, drama, performance and understanding of some of Shakespeare's works. The resulting performances raise pupils' self-esteem and standards in English and are highly regarded by parents.
58. The school has successfully focused its attention on raising achievement in reading and writing. In reading, standards are average in Years 2 and 6 and this represents a significant rise in standards this year. The headteacher has put into place numerous strategies and much training for staff and these are beginning to pay dividends. Pupils' work was analysed, gaps were identified and effective action has been taken to address weaknesses, for example in providing far more interesting 'book corners' and useful

displays of literacy-based work in each classroom. The school has also introduced an improved structured reading scheme and programme of teaching letter sounds (phonics), which gives pupils the tools to decipher unknown words. Teachers' 'guided reading' sessions are effective and teaching assistants are used well to help individuals and small groups of pupils in learning their letter sounds using tactile materials. By Year 6, the pupils are on track to attain average standards and this is a good improvement since the last inspection. Here, the teacher has provided many of her own books which interest and engage pupils in reading.

59. Standards in writing are average in Year 2 and in Year 6, although few Year 6 pupils consistently attain above average standards of work. Pupils are introduced to a wide range of writing opportunities, including factual writing, poetry and stories. In Year 2, their interest is sparked and maintained through good use of an interactive whiteboard, which illustrates the beginnings of stories, using sound, colour and movement. In Years 1, 2 and 3, the teachers help the pupils to consider different ways of writing, through meaningful comments in their marking and through the use of writing frames which focus pupils' attention on their work. In a mixed age class of Year 4/5 pupils, these assessments are not used well enough to plan the next steps in learning. This is particularly true for the lower attaining pupils, who make unsatisfactory progress in writing. Where some targets have been met and recorded in the front of pupils' exercise books, new ones have not been included so pupils are not sure what they have to do to improve further. In the class of Year 5/6 pupils, where the teaching is inspirational, pupils make very good progress in their learning in a relatively short space of time. The teacher's use of assessments to plan further work, her detailed marking and the interest she engenders are the prime reasons for this achievement and the raised standards now seen. Throughout Years 4, 5 and 6, pupils' spelling skills are below average. This is because they did not benefit from the spelling and phonic programme now introduced in the lower school. They still make simple errors such as 'swiming' instead of 'swimming.'
60. The quality of teaching and learning is good overall, with some very good teaching observed for the oldest pupils. Here, expectations and levels of challenge are high. In one very good lesson for Year 5 and 6 pupils, the teacher and classroom assistant worked together extremely expressively, and in perfect tandem, to 'perform' a poem to the class, who huddled together, eyes closed, on the carpet, creating atmosphere. This motivated pupils to be very expressive in their own performances. Teaching assistants make a significant contribution to the overall quality of teaching throughout the school. They are well informed by the teachers and work effectively with pupils of all abilities, providing a good level of support that is well matched to individual needs. Lessons are generally well planned and structured. Most pupils are clear about what they are to learn and, in the summary sessions, they evaluate what they have learned and how they can improve their work further. Work is generally well matched to pupils' different abilities, so that they are suitably challenged, particularly in Years 3 and 6. Overall, assessments of what pupils know and can do are accurate. The use of these assessments to set and track pupils' progress from one year to the next needs to be further developed.
61. The coordinator is supported by an advisor from the LEA. She has had much additional training to build her knowledge and confidence in planning and assessing the curriculum for pupils in Years 3 to 6, including scrutinies of work and planning for mixed year groups. As yet, she has not monitored the quality of teaching and learning in the school. In addition, she has taken part in the leadership programme to improve her leadership and management skills. However, these new skills are not yet firmly embedded into her own practice, and although improving, are currently unsatisfactory; the raised standards currently being attained in school are the results of other teachers' training rather than her own.

Language and literacy across the curriculum

62. English takes an overly large proportion of curriculum time in all classes and lessons are still a little too long. Guided reading, extended writing, handwriting and listening to stories have all been removed from the literacy hour, reducing the time spent on other subjects. The school did this to raise standards in English, as they were too low. However, with higher standards now being attained, there is scope to reduce this time and practise the skills learned in literacy by planning them into other subjects. There are examples of 'writing frames' that teachers use in, for example, science that help writing skills satisfactorily, and links to ICT, where, for example, pupils in Years 4 and 5 word-processed the story of Jason and the Fleece, but these examples of links to other subjects are too few and this is unsatisfactory.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards of attainment have improved since the previous inspection and are average in Year 2 and well above average in Year 6. Pupils' progress is very good throughout the school.
- Teaching and learning are generally at least good throughout the school, and this leads to pupils achieving very well.
- Leadership and management are very good, including effective assessment systems and very good use of data.
- ICT is sometimes used well to support teaching and learning, but this is inconsistent.

Commentary

63. Strong leadership and management and effective teaching have been responsible for improving the standards across the school. All areas of weakness identified in the previous inspections have been addressed well. Inspection findings confirm the most recent provisional test results. Pupils' attainment on entry to the school is very low; by Year 2 it is average and by Year 6 it is well above average. This shows very good progress compared with the 2003 test results, when pupils by Year 2 were attaining well below average standards and those in Year 6 were close to the national expectations.
64. Pupils in Years 1 and 2 are achieving very well, with an increased number of the Year 2 pupils attaining the higher levels. By Year 2 pupils' work includes being able to estimate answers, rounding to the nearest 10, solving written problems involving addition and subtraction, adding coins and giving change from 20p and £1, halving and doubling numbers, and recognising common two-dimensional shapes and fractions. Most pupils are consolidating their understanding of the lower order multiplication tables. In Year 6 pupils are achieving very well. The number of pupils attaining higher levels in the provisional results of the recent tests is very high. Most pupils are able to decide whether partition or estimation is the best method to use for subtraction and addition, understand the detailed properties of shapes, add and order decimal fractions, and find the missing angles of complex geometrical shapes.
65. Pupils with special educational needs have clear targets and are given very good help by the teaching assistants to enable them to participate fully in lessons and achieve well. Pupils with speech and language difficulties are similarly very well supported by the speech and language teacher and the special support assistant. This enables this group of pupils to be included in lessons well.
66. Teaching is good overall and one lesson seen was excellent. Teachers implement the National Numeracy Strategy well. They use a variety of methods to teach mathematical skills, including effective whole class mental sessions and using probing question and answer sessions, which are used very well to assess and consolidate pupils' understanding. Pupils' attainment is regularly assessed, recorded and evaluated to plan future work and to ensure that pupils are making the progress and achievement of which they are capable. Booster classes are very effective, not only in increasing pupils' knowledge but also in improving their confidence and self-esteem by providing them with the opportunities to succeed. In the very few lessons where teaching is satisfactory, tasks are not matched to pupils' abilities, causing them to be demotivated, or the boisterous behaviour of a few pupils disturb the learning of the class.
67. The subject coordinator has been effective and has worked hard to improve standards. She is an inspirational leader of the subject. The booster classes increase not only pupils' skills but also their pride and satisfaction in their progress, knowing that they are achieving very well.
68. Half -termly assessment sheets, provided by the LEA, are used and adapted well to ensure coverage of the school's half-termly plans of work. The results of the assessments are used very effectively to track pupils' progress to ensure that pupils are provided with an appropriate, individual curriculum. Teachers' planning is monitored and suggestions made if required.

Higher attaining pupils are well provided for by being given the following year's teaching objectives in the summer term.

69. Although some very good examples of the use of ICT were observed, such use is inconsistent and requires further development.

Mathematics across the curriculum

70. Pupils have good opportunities to use, consolidate, and extend their mathematical skills in other subjects. For example, pupils used a Venn diagram, using two sets and the intersection, in science to sort animals that live in water, lay eggs, or both.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There has been a big improvement in standards since the last inspection and pupils' achievement is good by Year 6.
- Some key investigative and practical skills are insufficiently developed.
- Community links are effective in raising the profile and standards in the subject.
- The coordinator has made a good start to monitoring the quality of teaching and learning, analysing strengths and weaknesses in the subject and taking action to raise standards.

Commentary

71. By the end of Year 2, standards, although below average, have risen this year because of better planning and marking, and a greater emphasis on the content of the curriculum. In addition, the headteacher has arranged for additional teacher training by a consultant from the LEA, and this has raised teachers' expectations of what pupils can achieve. By Year 2, pupils receive a good balance of work, including learning facts such as what conditions plants need to grow and a good focus on improving their investigative skills, for example in experimenting with different materials to find the best umbrella, and this is raising standards. Teachers' assessments in Years 1 and 2 were very low in 2003 but have risen this year to include about 20% of pupils reaching above average standards. Pupils' achievement, from a low base, is good.
72. The results of tests in 2003 showed that standards were well below average in Year 6. Currently standards are below average but pupils' achievement is good. About half of the Year 6 pupils attained above average standards in the provisional results of the recent 2004 National Curriculum tests, helped by additional revision lessons for Year 6 pupils. This is commendable, but there are gaps in pupils' knowledge. They cannot always apply what they have learned to practical situations. For example, in a design and technology lesson pupils in Year 6 knew the principles of making a simple electrical circuit but many could not construct one without considerable help.
73. The quality of teaching is good. Pupils' work is marked constructively. Teachers have higher expectations than at the last inspection and drive pupils' learning forward, sometimes using ICT to capture pupils' interest and to motivate them to learn. A scrutiny of work reveals that pupils now have planned, practical investigative work at regular intervals. For example, in Year 1, pupils investigate how far a toy car will travel on different surfaces, and in Year 3, the strengths of different kinds of paper.

74. Leadership and management are good. The coordinator has been instrumental in altering the curriculum to include more investigative work and there is now a good planned programme for this. She has adopted the scheme of work recommended by the LEA and used the talents of advisers to improve the provision. Key questions that pupils have to answer have been agreed with all staff and writing frames have been introduced to focus pupils on the appropriate style of writing for the subject. These are different for each group in each class. There are very good links with Rolls Royce, who lead investigations in one year group each year. This work is appraised and displayed well, adding value to science, and raising the subject's profile in the school and in the community. The coordinator has made detailed analyses of the strengths and weaknesses in provision through her monitoring of the work completed, and through the results of tests. She has used this information well to 'tweak' the planning and ensure that weaker areas are given priority. She assists other teachers with planning to make sure that her recommendations have been followed. Her leadership has had a good impact on the school's provision in science and, consequently, improvement since the last inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils' achievement is good throughout the school.
- The curriculum is good, ensuring that the depth and breadth of programmes of study are covered.
- Teaching and learning are at least good throughout the school, resulting in above average standards of work for pupils by Years 2 and 6.
- Subject leadership and management are good, and the vision for continuing development of this subject is good.
- The use of ICT has been planned well into schemes of work for other subjects, but this planning is new and is not firmly embedded into school practice.

Commentary

75. Provision has improved since the time of the last inspection and all of the identified issues have been addressed. Pupils now have increased access to the computer suite, both for the learning of discrete ICT skills, and for applying them in their learning of other subjects. The expertise of all staff has improved and pupils have access to good quality resources, either through a classroom computer, or by a portable laptop with whiteboard and projector. As a result, pupils' progress and achievement are now good across the depth and breadth of the curriculum.
76. By Year 2, pupils have built well upon the good start they received in the Foundation Stage. Most pupils use the mouse with accuracy, but keyboard skills are slow. They have an emerging knowledge of branching databases. In their learning of word processing, pupils use a program which enables them to change the font size and type, and use the enter key to insert line breaks. They are able to use a graphics program to draw shapes of different colours and to collect and input information relating to eye colours into a database.
77. By Year 6 most pupils are maintaining this good progress. They have good keyboard skills and experience the full range of activities, such as data handling, word processing and improving their presentation skills through the use of such programs as 'PowerPoint'

and 'Publisher'. They have experienced control technology through devising a traffic light system. In their use of 'PowerPoint' and in producing a book for an intended audience, pupils can design presentations, importing pictures and information from the Internet.

78. Teachers are generally confident and competent users of ICT in their teaching. In lessons taken in the ICT suite, good lesson planning enables teachers to circulate, giving help to pupils as and when required. They make good use of direct questioning to guide pupils' learning. Teaching assistants provide very good support, generally to the lower attaining pupils, and occasionally lead parts of the lessons. Pupils enjoy their learning. They work well individually, but also offer support to peers and take pride in their achievements, although the poor spelling skills of some result in a slow pace of work when typing in information.
79. The coordinator has adapted a national scheme of work very effectively to ensure coverage of age/ability groupings. This planning has been linked to cross-curricular applications and teachers are aided well in their teaching of ICT skills through help sheets the coordinator has produced. The large size of classes, in comparison with the number of computers in the suite, results in classes being divided, with one half undertaking ICT and the other undertaking learning in a different subject. The coordinator realises that this is effectively halving the amount of access time for each class and has provided additional lessons for pupils in Year 3 to Year 6.
80. Pupils in the Year 1 and 2 class have more frequent access to the suite, since their classroom is adjacent to the suite, although this is only a partial solution. The coordinator's vision for the further development of the provision is good and includes training for teaching assistants in the use of the interactive whiteboard, to track pupils' progress, to provide permanent classroom computers in the three new classrooms and to investigate the running of a booster club.

Information communication technology across the curriculum

81. All units of the nationally-recommended scheme of work are planned into other subjects' planning and are well supported by suggestions of ICT applications for cross-curricular links provided by the coordinator. A scrutiny of pupils' work shows that this is beginning to take effect, with examples of the use of ICT appearing in pupils' work with increasing regularity. These include handling data in mathematics, using the Internet to research rainforests in geography, using a spreadsheet to record the effects of evaporation in science, and, in English, word processing to present poetry with emphasis on particular phrases achieved by varying the size of the font.

HUMANITIES

Religious education, geography and history were sampled.

82. On the days of the inspection, few lessons were timetabled for **religious education**. In the lesson seen in Year 3, standards of work were in line with national expectations for the age group. The standard of teaching and learning was satisfactory. A scrutiny of pupils' work in Years 5 and 6 showed that standards were in line with expectations for pupils of that age. However, little work by pupils was recorded. Timetable allocation for religious education is not specified in the scheme of work, and there are variations between classes in the time given over to this subject during the week. At the time of the previous

inspection provision for religious education was judged to be unsatisfactory. Since that time the school has adopted and adapted the Warwickshire Agreed Syllabus throughout the school and fitted the units of work into a two-year rolling programme. Although this works well in Years 1 and 2, the programme is not sufficiently well designed to prevent repetition between Years 3 and 6. The subject leader has a sound grasp of recent improvement to the curriculum and is introducing a system of assessment. There have been no opportunities to monitor the quality of teaching and learning.

83. No **geography** lessons were seen. Work sampled indicates that the barest minimum of curriculum time is spent on this subject. There are few field trips to enhance learning, apart from the residential visit in Years 5 and 6, which not all pupils attend. Younger pupils make regular walks in the surrounding area and draw basic plans and older pupils compare and contrast localities using photographs and books. There is little written evidence of work in any year group.
84. One **history** lesson was seen for pupils in Years 4 and 5. It focused on the achievements of Winston Churchill and was satisfactory. From a scrutiny of work, a satisfactory curriculum is delivered, although in some instances there is an over-reliance on photocopiable worksheets to be filled in, rather than pupils using their literacy or investigative skills to complete set tasks.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music, art and design, design and technology and physical education were sampled.

85. No **music** lessons were observed during the inspection. Singing in assembly was tuneful and the pupils could sing a two-part harmony of a hymn. The school offers instrumental tuition from a team of peripatetic music teachers from the LEA. The school's choir performs carols at Christmas and this is a popular event within the community.
86. No **art and design** lessons were observed during the inspection. The subject leader has good subject knowledge and management of the subject is satisfactory. The Arts Week makes a significant contribution to social and cultural development for pupils as they work with artists in residence and contribute to exhibitions within the community.
87. Two **design and technology** lessons were observed. One, in Year 3, focused on making a sandwich. The lesson was satisfactory overall, being well planned and resourced, but lacked pace because the introduction was too long. A good lesson for pupils in Years 5 and 6 was also seen. This lesson had a high science content and focused on making a fairground ride, making good use of ICT to illustrate the electrical circuitry involved. A scrutiny of previous work in displays shows that the coverage of the curriculum is adequate only.
88. No lessons in **physical education** were observed during the inspection period. A discussion was held with the subject co-ordinator, documentation studied and accommodation and resources were inspected. Breadth of study for the subject is good with dance, gymnastics, games, swimming and athletic activities being provided though a national scheme of work. Extra-curricular activities are good. A weekly session led by a Coventry City FC female coach is encouraging the girls to participate in football. The

school's athletic team take part in the Stratford Schools' fixtures and pupils in Years 5 and 6 visit local provision for enrichment in orienteering and adventure activities.

89. Leadership and management of the subject are good. The coordinator gives advice to staff by demonstrating good practice in subject skills, Year 3 pupils are taking part in the 5 Star Award scheme, and classes attend a local community pool for swimming lessons. The coordinator's vision for further development of the subject is good. The school is applying for the Healthy Schools Bronze Award, and links are being made with two secondary schools to provide increased access to further provision, such as learning to trampoline.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

90. There was not enough evidence to report on this area individually. No lessons were timetabled. The school has plans to introduce this curriculum area from September 2004. Assemblies seen during the inspection made a satisfactory contribution to the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

